

Student _____

Year _____

**AIMS-A, Level II
Form 3A**

**SCHOOL/VOCATIONAL DOMAIN –JOB/VOLUNTEER ACTIVITY
DATA SHEET**

The student will identify an area of interest for a job or volunteer opportunity and fill out the necessary forms.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts without cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:									
8. Student uses the completed application to apply for a job or volunteer position.									
7. Student writes legibly and transfers information from draft to final copy.									
6. Student uses a personal data sheet, telephone book, and/or dictionary to edit and revise application.									
5. Student checks application for complete and accurate information.									
4. Student practices completing an application by locating and interpreting information found on the resume.									
3. Student collects various applications from each of the job/volunteer locations.									
2. Student identifies and uses a variety of resources to find job/volunteer opportunities.									
1. Student identifies and locates specific information by using the organizational features of the provided template to develop a resume.									

Student _____

Year _____

Name _____

Date _____

A Résumé

Directions: Below is a sample résumé for a person. Look it over carefully and then answer the questions below.

Johnny B. Cool
234 S. Sky Road
Two Points, AZ 85700
(520) 555-1515

Education

Sophomore at Tucson High School

Extracurricular Activities

Special Olympics 2002–2004

Youth Bowling League

YMCA basketball team

Work and Volunteer Experience

Volunteer reader at Los Ninos Elementary, Spring 2003

Help with art activities and story time with kindergarten and first graders

Worked as office aide at Tucson High School, Fall 2002 (separate mail, collect attendance, deliver messages, escort visitors)

Interests

Playing guitar, fishing, playing video games

Special skills

Works well with young children, creative, knows basic sign language

References

Mr. Fred Rogers, elementary teacher at Los Ninos, 555-1908

Mrs. Hazel Dowell, office manager at Tucson High, 555-3456

Mr. Ed Hager, YMCA basketball coach, 555-0709

1. Where does Johnny go to school and what grade is he in?

2. What does Johnny like to do for fun?

3. Why do you think he listed the references he did?

4. What do you know about him from his work experience?

5. What jobs do you think he could do?

Student _____

Year _____

FORM 3A TEMPLATE
Resume

NAME:	DATE:	
ADDRESS:		
(Street, City, State and Zip code)		
EDUCATION:		
(Name of High school attended)		
GRADUATION DATE OR EXPECTED DATE:		
WORK OR VOLUNTEER EXPERIENCE (begin with current or most recent experience):		
SKILLS:		
HOBBIES/INTEREST:		
AWARDS AND ACCOMPLISHMENTS:		
REFERENCES (include at least three):		

Year _____

Please type or print. Use black ink only.

Date available to start: _____

Times available: A.M.: _____ P.M. Afternoons: _____ P.M. Evenings: _____

Name: _____
(Last) (First) (Middle)

DOB: _____ SSN: _____ - _____ - _____
(Month/day/year)

Address: _____
(Street) (City) (State) (Zip Code)

Phone: (____) _____

Name: _____ (Relationship)

Address: _____
(Street) (City) (State) (Zip Code)

Work Phone: (____) _____ Home Phone: (____) _____

Keyboarding:	Computer use:
Cooking:	Musical ability:
Bilingual:	Other:

Name: _____ Relationship: _____

Address: _____ Phone: () _____

Name: _____ Relationship: _____

Address: _____ Phone: (____) _____

Name: _____ Relationship: _____

Address: _____ Phone: (____) _____

Student _____

Year _____

Work Experience:

Begin with current employment.		
Employer:		Dates:
Address:		
Supervisor:		
Telephone:		
On-the-job training	Paid	If paid, hourly rate/salary: _____
Responsibilities:		
Employer:		Dates:
Address:		
Supervisor:		
Telephone:		
On-the-job training	Paid	If paid, hourly rate/salary: _____
Responsibilities:		

Job/Volunteer Activity Ideas

- Interest inventory
 - Teacher-generated, guidance counselor or job-developer designed, or commercial interest inventories
- Job exploration (collect information about the career fields that match)
 - Use Internet to obtain information related to their interest areas.
 - Teacher and student work together to analyze and discuss results from interest inventory.
 - Meet with vocational counselor or career specialist
 - Research fields of interest at the library
 - Using the interest area, create a web (concept map, list, etc.) of jobs related to that area.
 - Visit job sites
 - Job shadow
 - Talk to people in the field of interest
 - Have a career day.
 - Begin a student volunteer project
 - Assign classroom or school chores: water plants, feed classroom pet, be line leader, attendance, collating, picking up lunch counts, filling mailboxes, etc.
 - Plan a sale to raise money for an activity or community organization. Determine what jobs will be needed and have the students participate in every aspect (e.g., bake sale: cooks, shoppers, advertisers, salespeople, cashiers, set up/clean up crew, etc.
 - Interview volunteer organizations to find out what volunteer opportunities there are
- Explore resources to find job/volunteer opportunities
 - Look in newspaper classified section
 - Contact various public and private agencies
 - Use telephone directory
 - Use online job boards
 - Make phone calls to identified agencies
- Develop resume
 - Analyze a sample resume to determine the key components (sample attached)
 - Use a template to develop a resume from a model
 - Develop a portfolio to showcase student's skills and interests
 - Develop an online resume
- Fill out a variety of applications, e.g., personal data page, personal identification card through DMV, voter identification card, social security card, bank account, passport, bus pass
 - Fill out applications for school/classroom jobs
 - Fill out application for grocery store loyalty cards
 - Fill out club membership cards, recreation cards, library cards
 - Fill out application for job or volunteer positions

- Develop grooming skills
 - Discuss germs, infection, and body odor and explain why it is important to maintain personal hygiene
 - Create a checklist for the completion of personal hygiene routines
 - Explore different items used for personal hygiene
 - Invite the school nurse to come in and talk to the class about illnesses and conditions that are caused by poor hygiene
 - Read, discuss, and post universal precautions
 - Have a fashion show to demonstrate attire appropriate to various jobs
 - Discuss various odors and the affect they have on others, e.g., body odor, strong perfumes
- Develop skills to maintain employment
 - Assign students in pairs to accomplish a chore or task in the classroom or school. Have them work out how they will share responsibility.
 - Talk about the importance of positive social skills. Role play what happens when others do not use good social skills.
 - Talk about and problem solve situations that come up in the work environment, e.g., tardiness, reporting absence, changing the work schedule, disagreement with a co-worker
 - Use checklists to determine if tasks have been completed
 - Use various time keeping devices, e.g., digital watch, timer, co-worker, to determine when the time allotted for activities is over. Reward students for beginning/returning at the specified time.
 - Discuss the concepts of Trust, Respect, Responsibility, Fairness, and Caring. Give examples of behaviors and have the students identify if they do or do not display the qualities.
 - Have students describe a time they did not get along with a peer. Have the students identify what caused the problem (e.g., sharing, turn taking, respect, trust). Create a list of the important things to remember to get along with others.
 - Have students utilize their schedules to self-direct them from one activity to another.
- Develop skills to use public transportation
 - Go for a ride on a bus. Put coins or tokens in the appropriate place.
 - Find out about special transit services and how they can be accessed.
 - Explore the safety features of buses. Learn the bus safety rules and discuss why those rules are important.
 - Invite drivers in to discuss what they do, the rules, and why those rules are important.
 - Create a web of transportation opportunities for each student. Discuss how to arrange for rides.
 - Obtain and use bus schedules to plan routes to different locations that students need to access.
 - Compare and contrast the features of different types of public transportation.
- Develop skills for interview
 - Prepare a script for a job interview. Role- play the interview situation.
 - Interview various employers to see what they look for in job applicants.
 - Help students develop cue cards for interviews. Show them how to use their resume and portfolios in an interview situation.
 - Discuss and role play appropriate etiquette skills, e.g., shaking hands, eye contact, greetings/closings, posture
- Maintains employment for 3-6 months

Student _____

Year _____

Other

Use of abbreviations

a.m.	hr.	in. (")	oz.	Jan. (1)	2004 ('04)
p.m.	min.	ft. (')	lb (#)	Feb. (2)	
	da	yd.	Qt.		
			Gal.		

S
W
N
E

Use picture list before starting a job/task

Use TV or radio news or newspaper weather projections (high/lows) to select appropriate clothes to wear.
Match weather forecast symbols in newspaper (sun, clouds, rain) with pictures of appropriate clothing

Determine your gross pay if you are paid \$_____/hour, work _____hours/week. Gross pay is _____.
(Instruction on net pay and deductions from paycheck)

Personal information

Work number
Home number
Date of birth
Address

Record size of clothing articles (Discuss average cost of various articles of clothing—bargains, sales, quality of materials related to length of wear and cost.

Banking - open account; complete deposits slips, endorse pay checks, reconcile statement

AIMS-A, Level II Form 3B

RECREATION/LEISURE DOMAIN - RECREATION/LEISURE ACTIVITY DATA SHEET

The student will compare different recreation and/or leisure opportunities and choose one in which to participate.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

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DATES:									
6. Based on the information obtained, student will select an activity in which to engage.									
5. Student will determine the cost of the event including the cost of equipment, special clothing, transportation, admission cost, and concessions including taxes.									
4. Student will determine how much time is needed to get ready for and travel to the event to arrive on time.									
3. Using appropriate labels and title from organized data, student will determine interest in attending events (e.g., create a chart of how many students are interested in attending each one).									
2. Student will create a calendar of identified community events and activities.									
1. Student will identify and use a variety of resources to find community recreation/leisure activities and/or events.									

Recreation/Leisure Activity Ideas

- ❖ Identify community opportunities
 - Available resources
 - Teacher/student gather together information related to recreation or leisure activities in their community
 - Materials:
 - ✓ Parks and Recreation schedule
 - ✓ City recreation schedules
 - ✓ School schedules
 - ✓ Church schedules
 - ✓ Theater workshops
 - ✓ Senior Centers
 - ✓ Organization Schedules (YMCA, Special Olympics, etc)
 - ✓ Community newspaper
 - ✓ Online information
 - ✓ Adult education opportunities
 - ✓ Private enterprises (batting cages, wall climbing, miniature golf)
 - Appropriateness of activity
 - Age appropriateness
 - Activities on fliers listed by gender, skill level, age
 - Appropriate according to transportation opportunities
 - Plan for transportation to and from activity (bus schedule, map, who will drive)
 - The Real Game AZCRN
 - Health and safety appropriateness
 - Match likes/desires with self capabilities
 - Financial appropriateness
 - Match likes/desires with financial resources
 - Time factors
 - Balance leisure with other responsibilities
 - Getting to where you need to be on time
- ❖ Use community/neighborhood resources
 - Individual participates on a regular basis in a preferred activity
 - Types of Activities done on a regular basis:
 - ✓ Exercise
 - ✓ Games, Crafts, Hobbies
 - ✓ Sports
 - ✓ Events
 - ✓ Media (e.g., playing music, television, computer games, movies, books)
 - ✓ Other Leisure Activities (social, family, or neighborhood events)
 - Individual/group balance
 - Choose activities from both areas
 - Balance of passive/active activities
 - Maintain a balance between passive and active activities
 - Age appropriateness
 - Health and Safety Issues
 - Equipment choices

- Warming up/cooling down
- Practicing healthy behaviors and making healthy choices
- Recognize when to use refusal skills (when to say “no”)
- Social networking around the context of the activity
- ❖ Develop a Social Network
 - Maintaining appropriate social skills while engaged in activity
 - Good sportsmanship – good loser and good winner
 - Following the rules of the game
 - Identify how to communicate care, consideration, and respect of self and others
 - Share space and equipment with others
 - Demonstrate positive behaviors to resolve conflict situations
 - Illustrate behavior that demonstrates active listening
 - On-going relationships created/established
 - Exhibit age appropriate behaviors

Other

Determine cost of different forms of recreation including taxes.

Graph performance level achieved on self-monitoring picture checklist

Chart weight loss/gain.

Student determines how they spend hours in a typical week and make choice about leisure time activity.

Planning time schedule:

Calculate time durations to accomplish activity

- how much time needed for morning routine (wash face, brush teeth, dress, make bed)
- how much time needed for breakfast
- how much time to get from home to school/work

Determine arrival time, how much time needed above, and when you need to set alarm clock to arrive on time.
(call time to check accuracy of clock and reset, if needed)

Use community map to locate home, bank, grocery store, restaurants, library, post office, where classmates live.
Who lives closest, furthest and plan route to get there. How many blocks which directions?

As a group, students plan, budget, and prepare for a vacation.

Compare costs of different types of transportation, plane, bus and costs difference across different carriers. (one way; round trips)

AIMS-A, Level II Form 3C

COMMUNITY DOMAIN - TRANSPORTATION ACTIVITY DATA SHEET

The student will determine the route of travel from starting point A to the selected event at point B.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

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DATES:									
5. Student identifies and uses a variety of sources to create a web of transportation options for the selected activity including time and cost variables.									
4. Student will use a map to indicate which streets and directions he/she will travel to get from the starting point A to location of the event at point B.									
3. Student finds both locations on the map.									
2. Student locates address of starting point A and address of selected event or activity at point B.									
1. Student selects job/volunteer assignment, grocery store, event, or recreation activity that is available in the community.									

Community Activity Ideas

- Identifying community events, transportation, and professional resources
 - Use the newspaper/local flyers to find community events. Have students sort into events they are interested in versus those they are not. Develop a graph/chart of the classes' interests.
 - Talk to neighbors to find out about your homeowner association and any meetings or events that are planned.
 - Use blocks and other three-dimensional objects to set up models of different neighborhoods.
 - Visit community agencies to identify the resources and information they provide.
 - Use the telephone book and/or internet to locate information regarding community agencies, transportation opportunities, and professional resources.
 - Have students develop individual lists of professional contact information.
 - Explore the kinds of businesses found in the community. Categorize the services they provide.
 - Use the newspaper display ads. Predict the type of services or products the store may provide.
- Developing a social network
 - Based on student interest, have them explore volunteer opportunities, religious organizations, and community interest groups. Have them gather information and present their findings to the class. Draw conclusions about their personal preferences based on their findings. Create a graph of others in the class who express interest in the activities described.
 - Have students develop individual lists of personal contact information. Discuss and explore the various ways in which this information might be stored and maintained.
 - Create a calendar of community events. Tally how many students are interested in attending each one. Have them determine the cost of the event, how they would get there, and with whom they might attend.
 - Based on individual student interest, have them explore recreation centers/health clubs for activities they may enjoy participating in.
 - Investigate local community problems. Plan ways for students to participate.
- Using community resources
 - Have students create and categorize a picture file of food items. As a group, have them decide on a lunch or party menu. Go grocery shopping and have each student find and pay for an assigned item.
 - Have students telephone or otherwise survey a variety of beauty and barbershops. Have them compare prices and services.
 - Have students plan a garden, determining the types and quantities of plant material needed. Go to various hardware, home, and garden centers to compare products and prices. Have students analyze the information obtained and make decisions on pre-determined criteria.
 - Survey students regarding their favorite restaurants. Have them create displays of the types of food that can be found there and the cost.
 - Discuss items that are recommended for a home first aid kit. Visit various stores to compare prices. Develop a graph of the prices to determine where the least expensive items can be purchased.
 - Visit local hospitals and urgent care centers. Have students interview staff to determine the types of services provided and the costs.
 - Visit post office to learn how to get new post office box and/or change of address card.

Student _____

Year _____

- Discuss different names for and occupations of medical professionals, e.g., family practitioner, surgeon, psychiatrist, gynecologist, etc.
- Provide students with various objects found in stores or agencies throughout the community. Have a community scavenger hunt to locate the items, e.g., grocery bag, postage stamp, hair brush.
- Have students write or record opinion letters to local council members, letters to the editor about community issues or improvements they would like to see.
- Visit a hardware store and categorize common tools by how they are used.
- Make a list of basic tools to create a toolbox.

Other supporting instructional activities:

Call and determine costs of different forms of recreation including taxes (private recreational enterprises such as miniature golf, batting cages).

Using the phone to get information, help, make appointments, and call friends. Locate important phone numbers with area codes and maintain list.

- Home
- Work
- Police
- Fire
- Doctor
- Poison Control Center
- Information/operator assisted calls (costs/call)
-

Practice using cell phones, coin operated; traditional phones. Provide instruction on leaving messages on answering machines and how to handle blocked numbers.

Graph changes in performance level e.g. distance walked within ____ minutes

**AIMS-A, Level II
Form 3D**

**DOMESTIC LIVING DOMAIN – ENTERTAINING FRIENDS ACTIVITY
DATA SHEET**

The student will plan a meal for at least three people.

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

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DATES:									
8. Student will purchase items on grocery list.									
7. Student will use the shopping list and grocery store diagram to identify where the items on the shopping list will be found.									
6. Student will determine total cost of meal and whether there is enough money given the budget.									
5. Student will conduct cost comparison for amounts up to \$20.00.									
4. Student will prepare a list (pictorial, verbal, or written) of needed items for the planned meal, then proof and edit the list for accuracy.									
3. Based on serving size, student will determine quantity of food/beverage items needed for a planned meal for four people.									
2. Given a teacher-determined budget, student will identify and use a variety of resources to plan a meal for four people that includes beverage, main course, vegetable or salad, and dessert.									
1. Student will invite three friends to lunch via a. phone call, or b. written invitation									

Student _____

Year _____

You are invited!

What: _____

Where: _____

Date: _____

Time: _____

R.S.V.P. to _____ by _____

Phone: _____

Student _____

Year _____

Sample Menus

<u>Main course</u> Tuna salad	<u>Main course</u> Ham and cheese	<u>Main course</u> Bean burritos
<u>Vegetable or salad</u> Sliced tomatoes or stuffed tomatoes	<u>Vegetable or salad</u> Garden salad	<u>Vegetable or salad</u> Shredded lettuce, tomatoes, and salsa
<u>Dessert</u> Chocolate chip cookies	<u>Dessert</u> Cake	<u>Dessert</u> Ice cream
<u>Beverage</u> Lemonade	<u>Beverage</u> Fruit punch	<u>Beverage</u> Sprite

Needed Items	Quantity	Cost	Total Cost
canned tuna	2 large cans	1.50 each	\$3.00
mayonnaise	1 small jar	2.00	2.00
celery	1 small bunch	.75	.75
pickles	1 small jar	1.00	1.00
tomatoes	4 medium tomatoes (about 2 lbs.)	3.50	3.50
chocolate chip cookies	1 package of cookies	3.00	3.00
presweetened lemonade mix	1 package	1.50	1.50
paper plates	1 small package	1.00	1.00
paper cups	1 small package	1.00	1.00
napkins	1 small package	1.00	1.00
mixed plasticware	1 small box	1.25	1.25
other			
Total Cost			\$19.00

Student _____

Year _____

FORM 3D TEMPLATE
Your Menu

Directions: *Select your menu. Use the chart to list needed items and quantity you need. Get newspaper ads from your local grocery store and determine costs for each item. If your item is not listed in the ad, estimate the possible cost.*

Needed Items	Quantity	Cost	Total Cost
Total Cost			

Student _____

Year _____

FORM 3D TEMPLATE

Selected Menu

Directions: Use the following menu items needed if you do not select your own menu. Use the chart to list the quantity of items needed. Get newspaper ads from your local grocery store and determine costs for each item. If your item is not listed in the ad, estimate the possible cost.

Needed Items	Quantity	Cost	Total Cost
refried beans			
tortillas			
cheese			
lettuce			
tomatoes			
salsa			
ice cream			
Sprite			
paper plates			
paper cups			
napkins			
plastic ware			
other			
Total			

Entertaining Friends

Other supporting instructional activities:

Use a picture map or word and letter or number aisle list to diagram grocery store with sections and aisle numbers.

Discuss products found under headings in grocery store: produce (fruits/vegetables), meats, beverages, canned goods, pastries, bread, spices, frozen foods, dairy products, dry goods, household goods.

Use picture map/word and letter/number aisle list to find items from grocery list

Read grocery ads and compare prices at different stores

Conduct cost comparison across brand names

Determine most economical buy for different quantities of a given item

Using ads determine cost plus tax of selected items.

Match coupons to products; choose items from list based on brand, size/weight, quantity needed;

Use calculator to determine enough/not enough money for purchases

Working in groups of three, have two students order from menu and third student write up order and total the check. Have each ordering student verify his or her share of the bill.

Review restaurant checks for accuracy. (Reproduce menus and sample checks)

Check totals of grocery bills.

Using phone to get information, help, make appointments, call friends. Locate important phone numbers with area codes and maintain list.

- Home
- Police
- Doctor
- Work
- Fire
- Poison control center
- Information (costs/call)

Practice using cell phones; coin operated; traditional phones, addressing answering machines.

Other

Charge for long distance call from ____ to ____ is \$.75 for 3 minutes after 8:00 p.m.. You talked ____ minutes. What should your bill be for this call?

Follow exact directions of prescriptions; utensils for measurement; number times/day for ____ days. If pill every 4 hours determine exact time to take if you start (take) first pill at _____. Cross out time when pill taken. Plan a schedule showing the exact times of day you will need to take pills until gone.